



Curriculum Implementation

Intention 2: To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge so that all children know more, remember more and understand more.

We plan a diverse, stimulating and challenging curriculum which develops the key skills that help children become effective learners. Eardisley School has developed 6 key values and skills it recognises as crucial to children's ability to learn:

- **Collaboration – learning as part of a group and learning to contribute our best socially and academically.**
- **Independence – developing curiosity, taking responsibility for our own learning, and learning to take independent initiative to ensure our learning is the best it can be.**
- **Resilience – learning to not give up when things get tough, keep going, or find an alternative way.**
- **Communication – learning to be able to voice our ideas and understanding, and talk cohesively about our learning.**
- **Leadership – developing self-leadership and initiative in learning and use courageous advocacy to make positive changes.**
- **Enthusiasm – developing a love of learning for its own sake and a curiosity that propels us to want to know more.**

Eardisley School endeavours to develop these key skills through the pedagogy we use alongside the formal curriculum through providing challenging learning which enables children to take risks to deepen their understanding and build their skills as independent learners.

We understand that learning about these key skills make us better learners and so key skill development threads through the school curriculum. Development is rewarded in class through house points, marking and verbal feedback and positive behavioural "Rockets", Merit and Value certificates in assemblies.

Children can contribute to weekly House points, learning what it is like to be part of a team, they can also work individually for their own Bronze, Silver, Gold and Platinum badges.

Other key skills are developed through our House system which develops collaboration and internal support systems, plus placing physical activity as central to school life and success.

Physical activity in the form of PE lessons, playtime activities and school clubs contribute to these key skill areas.

Direction and support are given to children through feedback about their work and explained to parents also through actions such as the open ended homework, projects and weekly homework.

Outdoor Learning – Outdoor learning is a valued part of learning within school because it provides opportunity to develop children’s curiosity of learning. Appropriate age related opportunities are planned for children to apply their curriculum knowledge outside the classroom. School recognises that, to have impact, outdoor learning must have a clear focus and link directly to the statutory curriculum. Forest School is seen as a way to deliver the curriculum and develop the key learning behaviours.

Inclusion - The curriculum in our school is designed to be accessed by all children who attend the school through adaptive teaching and modification so that all children meet the learning outcomes. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted. This happens only in very exceptional circumstances. The SEND Policy explains in greater detail the school’s approach to meeting the needs of this group of children.